|  |
| --- |
| STUDY PROGRAMME: **RUSSIAN LANGUAGE AND LITERATURE** |
| Level and Year[[1]](#footnote-1): BA, 1st  |
| Course Title: **MORPHOLOGY OF THE RUSSIAN LANGUAGE 1** |
| Course Description: The main aim of this course is the acquisition of Russian morphological structures, i.e. understanding the morphological level of the Russian language, understanding the word formation and morphological rules in order to be able to do the correct morphological analysis of words / different parts of speech. This knowledge and these skills are important in order to be able to use all morphological forms of the Russian language in an appropriate way, in written as well as oral production. The course has an emphasis on flexion, lexical and grammatical categories of nouns, verbs and adjectives. |
| Semester[[2]](#footnote-2): Summer; 2019/2020 |
| Lecturer(s)/Teacher(s): Željka Čelić, PhD; Branka Barčot, PhD |
| Teaching Language (regular)[[3]](#footnote-3): Russian / Croatian |
| Teaching Methods (regular):[[4]](#footnote-4) teaching through lectures and exercises + E-Learning (Omega)  |
| Teaching: | Weekly (hours) | Semester (hours) |
| Lectures: | 2 | 30 |
| Exercises: | 2 | 30 |
| Seminars: | / | / |
| ECTS: 5 |
| Teaching language and level[[5]](#footnote-5) for guest (exchange) students: Russian / English, A1/A2 |
| Teaching Methods[[6]](#footnote-6) for guest (exchange) students: Russian / English |
| Evaluation Methods[[7]](#footnote-7) and Grading[[8]](#footnote-8): Class attendance, Written exam, Oral Exam; Standard grading - the institutional grading system (5 Excellent; 4 Very good; 3 Good; 2 Sufficient; 1 Fail) |
| Learning Outcomes:* To define and understand different parts of speech in the Russian language
* To define and understand morphological terms / notions: lexemes, morphemes, stems, affixes in the Russian language
* To define and understand inflectional rules in the Russian language
* To define and understand word formation in the Russian language
* The student will be able to use the correct morphological forms of nouns, verbs and adjectives in different contexts.
 |
| Literature:1. Глазунова, О. И. (2004): *Давайте говорить по-русски. Учебное пособие по русскому языку для иностранцев*. М.: Изд. «Русский язык».
2. *Краткая русская грамматика* (2002)под ред. Н.Ю. Шведовой и В.В. Лопатина, М.: РАН, Институт русского языка (стр. 163–387).
3. Розенталь, Д. Э. и др. (1998, 2003): *Современный русский язык. (Морфология)*. М.: Айрис-Пресс (стр. 176 – 283).
4. Скварцова, Г. Л. (2003): *Глаголы движения – без ошибок*. М: Русский язык курсы.
5. *Современны русский язык: Теория. Анализ языковых единиц. Часть II* (2002) под ред. Е.И. Дибровой, M.: Академия (стр. 4–248).

Additional literature: 1. Пехливанова К. И., Лебедева М.Н. (2006): *Грамматика русского языка в иллюстрациях*, М: Дрофа.
2. Poljanec, R.F. (1991): *Pregled gramatike ruskoga jezika*. Zagreb: Školska knjiga.
 |

|  |
| --- |
| STUDY PROGRAMME: **RUSSIAN LANGUAGE AND LITERATURE** |
| Level and Year[[9]](#footnote-9): BA, 2nd  |
| Course Title: **MORPHOLOGY OF THE RUSSIAN LANGUAGE 2** |
| Course Description: The main aim of this course is the acquisition of Russian morphological structures, i.e. understanding the morphological level of the Russian language in order to be able to use the correct morphological forms of words when speaking and writing in the Russian language. The course is focused on flexion, lexical and grammatical categories of pronouns, adjectives, numerals, verbs, participles and gerund.  |
| Semester[[10]](#footnote-10): Summer; 2019/2020 |
| Lecturer(s)/Teacher(s): Željka Čelić, PhD; Anita Hrnjak, PhD |
| Teaching Language (regular)[[11]](#footnote-11): Russian  |
| Teaching Methods (regular):[[12]](#footnote-12) teaching through lectures and exercises + E-Learning (Omega) |
| Teaching: | Weekly (hours) | Semester (hours) |
| Lectures: | 2 | 30 |
| Exercises: | 2 | 30 |
| Seminars: | / | / |
| ECTS: 5 |
| Teaching language and level[[13]](#footnote-13) for guest (exchange) students: Russian, A2 |
| Teaching Methods[[14]](#footnote-14) for guest (exchange) students: L2 |
| Evaluation Methods[[15]](#footnote-15) and Grading[[16]](#footnote-16): Class attendance, Written exam, Oral Exam; Standard grading - the institutional grading system (5 Excellent; 4 Very good; 3 Good; 2 Sufficient; 1 Fail) |
| Learning Outcomes:* The student will be able to use the correct morphological forms of pronouns, adjectives, numerals, verbs and participles in different contexts
* The student will be able to understand and apply the formational rules of participles and gerund
* The student will be able to recognize and understand all lexical and grammatical categories of pronouns, adjectives, numerals, verbs, participles and gerund
* The student will be able to define and understand inflectional rules in the Russian language
 |
| Literature:Волкова, Н.А., Филлипс, Д. (2015) *Улучшим наш русский. Часть 2*. Златоуст, Санкт-Петербург.Волкова, Н.А., Филлипс, Д. (2015) *Улучшим наш русский. Часть 3.* Златоуст, Санкт-Петербург.Глазунова, О. И. (2004): *Давайте говорить по-русски. Учебное пособие по русскому языку для иностранцев*. М.: Изд. «Русский язык».Живкович, И. (2011) *По-русски – правильно! Сборник упражнений по русской грамматике*. FF-press, Zagreb.Егорова, А.Ф. (2008) *Трудные случаи русской грамматики.* Златоуст: Санкт-Петербург.*Краткая русская грамматика* (2002)под ред. Н.Ю. Шведовой и В.В. Лопатина, М.: РАН, Институт русского языка (стр. 163–387).Ласкарева, Е.Р. (2006) *Чистая грамматика.* Златоуст, Санкт-Петербург.Розенталь, Д. Э. и др. (1998, 2003): *Современный русский язык. (Морфология)*. М.: Айрис-Пресс (стр. 176 – 283).Poljanec, R.F. (1991): *Pregled gramatike ruskoga jezika*. Zagreb: Školska knjiga.  |

|  |
| --- |
| STUDY PROGRAMME:  **RUSSIAN LANGUAGE AND LITERATURE** |
| Level and Year: BA; 2nd  |
| Course Title: **RUSSIAN LANGUAGE EXERCISES** (consists of 3 modules: Russian Language Exercises 3, Speaking Exercises 3, Required Reading 3) |
| Course Description: The course has an emphasis on the development of communicative skills (speaking, listening, reading and writing) and grammatical structures. It includes reading, analysing and reproducing texts of suitable difficulty for this level (A2). Oral and written communication is based on acquiring new lexicon related to everyday life and cultural topics. Grammatical structures from previous levels are revised and expanded and new grammar is acquired. Required reading addresses adapted literature texts describing Russian culture and way of life. |
| Semester: Winter; 2019/2020 |
| Lecturer(s)/Teacher(s): Anita Hrnjak, PhD, senior lector; Sanja Drljača Magić, lector |
| Teaching Language (regular): Russian |
| Teaching Methods (regular): Teaching through exercises; Presentations; Classroom discussion; e-Learning (Omega); Consultations |
| Teaching: | Weekly (hours) | Semester (hours) |
| Lectures: |  - | - |
| Exercises: | 6 | 90 |
| Seminars: | - | - |
| ECTS: 5 |
| Teaching language and level for guest (exchange) students: Russian; A1  |
| Teaching Methods for guest (exchange) students: L2 |
| Evaluation Methods and Grading: Class attendance, Preliminary exam, Practical work, Written exam; Standard grading - the institutional grading system (5 Excellent; 4 Very good; 3 Good; 2 Sufficient; 1 Fail) |
| Learning Outcomes: The student will be able1. to understand and reproduce texts about concrete topics at A2 level
2. to use in oral and written communication grammatical structures at A2 level
3. to communicate and interact about daily life and routine tasks with native speakers using speaking skills at A2 level
4. to express preferences and a point of view on a topical issue using writing skills at A2 level
5. to recognize and understand Russian cultural features in different contexts
 |
| Literature:Hrnjak, A. (2010) *Шаг за шагом*. Zagreb: Knjigra.Антонова В.Е., Нахабина М.М., Толстых А.А. (2009) *Дорога в Россию (первый уровень).* Санкт-Петербург: Златоуст.Миллер Л.В., Политова Л.В. (2003) *Жили-были 12 уроков русского языка.* Базовый уровень. Санкт-Петербург: Златоуст.Одинцова, И.В., Малашенко, Н.М., Бархударова, Е.Л. (2010) *Русская грамматика в упражнениях Рабочая тетрадь с комментариями.* Москва: Русский язык КурсыОсипова, И. (2008) *Ключ 2. Учебник русского языка для продолжающих А2-B2*. Budapest: Corvina.Хавронина, С. А. Широченская, А. И. (2009) *Русский язык в упражнениях.* Москва: Издательство Прогресс.Чернышов, С., Чернышова А. (2009) *Поехали! 2.I* Санкт-Петербург: Златоуст.Эсмантова, Т. (2009) *Русский язык: 5 элементов: уровень А2 (базовый).* Санкт-Петербург: Златоуст. |

|  |
| --- |
| STUDY PROGRAMME:  **RUSSIAN LANGUAGE AND LITERATURE** |
| Level and Year: BA; 2nd  |
| Course Title: **RUSSIAN LANGUAGE EXERCISES** (consists of 3 modules: Russian Language Exercises 4, Speaking Exercises 4, Required Reading 4) |
| Course Description: The course has an emphasis on the development of communicative skills (speaking, listening, reading and writing) and grammatical structures. It includes reading, analysing and reproducing texts of suitable difficulty for this level (A2/B1). Oral and written communication is based on acquiring new lexicon related to everyday life and cultural topics. Grammatical structures from previous levels are revised and expanded and new grammar is acquired. Required reading addresses adapted literature texts describing Russian culture and a way of life. |
| Semester: Summer; 2019/2020 |
| Lecturer(s)/Teacher(s): Anita Hrnjak, PhD, senior lector; Sanja Drljača Magić, lector |
| Teaching Language (regular): Russian |
| Teaching Methods (regular): Teaching through exercises; Presentations; Classroom discussion; e-Learning (Omega); Consultations |
| Teaching: | Weekly (hours) | Semester (hours) |
| Lectures: |  - | - |
| Exercises: | 6 | 90 |
| Seminars: | - | - |
| ECTS: 5 |
| Teaching language and level for guest (exchange) students: Russian; A2  |
| Teaching Methods for guest (exchange) students: L2 |
| Evaluation Methods and Grading: Class attendance, Preliminary exam, Practical work, Written exam; Standard grading - the institutional grading system (5 Excellent; 4 Very good; 3 Good; 2 Sufficient; 1 Fail) |
| Learning Outcomes: The student will be able1. to understand and reproduce texts about concrete topics at A2/B1 level
2. to use in oral and written communication grammatical structures at A2/B1 level
3. to communicate and interact about daily life and routine tasks with native speakers using speaking skills at A2/B1 level
4. to express preferences and a point of view on a topical issue using writing skills at A2/B1 level
5. to recognize and understand Russian cultural features in different contexts
 |
| Literature:Антонова В., Нахабина М., Сафонова М., Толстых А. (2009) *Дорога в Россию. Учебник русского языка (первый уровень): В1.* Златоуст, Санкт-Петербург.Головко, О. (2006) *Вперёд! Пособие по русской разговорной речи.* Москва: Русский язык. Курсы.Миллер Л., Политова Л. (2011) *Жили-были… 12 уроков русского языка.* Базовый уровень. Златоуст, Санкт-Петербург.Одинцова, И. (2016) *Что вы сказали?* Златоуст, Санкт-Петербург.Осипова, И. (2008) *Ключ 2. Учебник русского языка для продолжающих А2-B2.* Budapest: Corvina.Старовойтова, И. (2012) *Русская лексика в заданиях и кроссвордах. Человек.* Санкт-Петербург: Златоуст.Чернышов, С., Чернышова, А. (2012) *Поехали 2.II. Русский язык для взрослых. Базовый курс.* Сакт-Петербург: Златоуст. |

|  |
| --- |
| STUDY PROGRAMME:  **RUSSIAN LANGUAGE AND LITERATURE** |
| Level and Year[[17]](#footnote-17): BA, 2nd  |
| Course Title: **REVIEW OF RUSSIAN LITERATURE 1, 2** |
| Course Description: to introduce students with elementary periods, the most important representatives and works of the Russian literature from the 11th to 21st century; to understand logically their historical development and relation  |
| Semester[[18]](#footnote-18): Winter, Summer; 2019/2020  |
| Lecturer(s)/Teacher(s): Josip Užarević, PhD |
| Teaching Language (regular)[[19]](#footnote-19): Russian |
| Teaching Methods (regular):[[20]](#footnote-20) Teaching through lectures |
| Teaching: | Weekly (hours) | Semester (hours) |
| Lectures: | 2 hours | 60 hours |
| Exercises: |  |  |
| Seminars: |  |  |
| ECTS: 5 |
| Teaching language and level[[21]](#footnote-21) for guest (exchange) students: Russian |
| Teaching Methods[[22]](#footnote-22) for guest (exchange) students: All teaching activities will be held in regular teaching language only |
| Evaluation Methods[[23]](#footnote-23) and Grading[[24]](#footnote-24): Written exam |
| Learning Outcomes:* to explain and use basic literary historical terminology
* to classify and determine elementary periods of the Russian literature from the 11th to 18th century, and 19th to 21 century
* to discuss critically literary historical works
* to give an insight into the Russian literature from the European point of view
* to differentiate and evaluate historiographic reviews of the Russian literature
 |
| Literature: - Flaker, A. 1975. «Novija ruska književnost», u: *Povijest svjetske književnosti, knjiga 7* (ur. A. Flaker), Zagreb: Mladost, str. 269-404.- Flaker, A. 1976. *Stilske formacije*, Zagreb: SNL.- Lauer, R. 2009. *Povijest ruske književnosti*, Zagreb: Golden marketing -Tehnička knjiga.- Mulić, M. 1975. «Stara ruska književnost», u: *Povijest svjetske književnosti, knjiga 7* (ur. A. Flaker), Zagreb: Mladost, str. 236-237.- *Istorija russkoj literatury v četyreh tomah. Tom pervyj. Drevnerusskaja literatura. Literatura XVIII veka* (ur. D. S. Lihačev i G. P. Makogonenko). 1980. Leningrad: Nauka – Leningradskoe otdelenie.- *Istorija russkoj literatury v četyreh tomah. Tom vtoroj. Ot sentimentalizma k romantizmu i realizmu* (ur. E. N. Kuprejanov). 1981 Leningrad: Nauka – Leningradskoe otdelenie. |

|  |
| --- |
| STUDY PROGRAMME: **RUSSIAN LANGUAGE AND LITERATURE** |
| Level and Year[[25]](#footnote-25): BA; 3rd  |
| Course Title: **SYNTAX OF THE RUSSIAN LANGUAGE 2** |
| Course Description: The main aim of this course is the acquisition of Russian syntactic structures, i.e. understanding the syntactic level of the Russian language, understanding relations between the parts of a sentence, as well as understanding relations between sentences within a text. This knowledge and these skills are important in order to understand Russian texts, but also for the written and oral production in Russian. Besides, students need this knowledge and these skills for translating from Russian and into Russian.  |
| Semester[[26]](#footnote-26): Summer; 2019/2020 |
| Lecturer(s)/Teacher(s): Branka Barčot, PhD |
| Teaching Language (regular)[[27]](#footnote-27): Russian |
| Teaching Methods (regular):[[28]](#footnote-28) teaching through lectures and seminars + E-Learning (Omega)  |
| Teaching: | Weekly (hours) | Semester (hours) |
| Lectures: | 1 | 15 |
| Exercises: | / | / |
| Seminars: | 2 | 30 |
| ECTS: 3 |
| Teaching language and level[[29]](#footnote-29) for guest (exchange) students: Russian, B1 |
| Teaching Methods[[30]](#footnote-30) for guest (exchange) students: Russian  |
| Evaluation Methods[[31]](#footnote-31) and Grading[[32]](#footnote-32): Class attendance, Written exam, Oral Exam; Standard grading - the institutional grading system (5 Excellent; 4 Very good; 3 Good; 2 Sufficient; 1 Fail) |
| Learning Outcomes:* To define and understand syntactic relations within a sentence
* To define and understand basic and secondary parts (parts) of a sentence
* To define and understand simple sentences
* To define and understand compound sentences
* To define and understand complex sentences
* To define and understand compound-complex sentences
 |
| Literature:1. Валгина, Н.С. (2003) *Современный русский язык. Синтаксис*. М.: Высшая школа.
2. *Краткая русская грамматика* (2002)под ред. Н.Ю. Шведовой и В.В. Лопатина, М.: РАН, Институт русского языка (стр. 392–707).
3. *Синтаксис современного русского языка* (2009) под ред. С.В. Вяткиной. СПб: СПбГУ; М.: Академия.
4. Финк Арсовски, Ж. (2013) *Сборник упражнений по синтаксису русского языка.* Zagreb: FF press.
5. Barić i dr. (2005) *Hrvatska gramatika*, (dio Sintaksa: str. 391–599). Zagreb: Školska knjiga.

Additional literature: 1. *Русская грамматика* (1980), том II , Синтаксис,. М.: Наука.
2. Katičić, R. (2002) *Sintaksa hrvatskoga književnog jezika*. Zagreb: HAZU – Globus.
 |

|  |
| --- |
| STUDY PROGRAMME: **RUSSIAN LANGUAGE AND LITERATURE** |
| Level and Year[[33]](#footnote-33): BA; 3rd  |
| Course Title: **A HISTORICAL GRAMMAR OF THE RUSSIAN LANGUAGE 1** |
| Course Description: To introduce students with the development of the basic features of the Russian language phonetic system, from the earliest time to the contemporary. To make the analysis of historically conditioned connections between the so-called language rules and exceptions in contemporary literary and colloquial language. |
| Semester[[34]](#footnote-34): Winter; 2019/2020 |
| Lecturer(s)/Teacher(s): Natalija Vidmarović, PhD  |
| Teaching Language (regular)[[35]](#footnote-35): Russian |
| Teaching Methods (regular):[[36]](#footnote-36) teaching through lectures and exercises |
| Teaching: | Weekly (hours) | Semester (hours) |
| Lectures:  | 2 | 30 |
| Exercises: |  |  |
| Seminars: |  |  |
| ECTS: 3 |
| Teaching language and level[[37]](#footnote-37) for guest (exchange) students: Russian |
| Teaching Methods[[38]](#footnote-38) for guest (exchange) students: All teaching activities will be held in regular teaching language. |
| Evaluation Methods[[39]](#footnote-39) and Grading[[40]](#footnote-40): Written exam, Standard - the institutional grading system (5 Excellent; 4 Very good; 3 Good; 2 Sufficient; 1 Fail) |
| Learning outcomes: * To acquire the phonetic development of the old Russian language
* To acquire the skill of independent application of theoretical knowledge in the analysis of texts of different historical periods and to explain some phenomena in the modern Russian language
 |
| Literature:1. Иванов В.В. *Историческая грамматика русского языка*. «Просвещение». Москва 1990.
2. Василенко И.А. *Историческая грамматика русского языка*. Сборник упражнений.  «Просвещение». Москва 1965.
 |

|  |
| --- |
| STUDY PROGRAMME: **RUSSIAN LANGUAGE AND LITERATURE** |
| Level and Year[[41]](#footnote-41): BA; 3rd  |
| Course Title: **A HISTORICAL GRAMMAR OF THE RUSSIAN LANGUAGE 2** |
| Course Description: To familiarize students with the development of basic grammatical and partially syntactic systems of the Russian language, from the earliest time to the current state. To analyze historically conditioned connections between the so-called language rules and exceptions in contemporary literary and colloquial language. |
| Semester[[42]](#footnote-42): Summer; 2019/2020 |
| Lecturer(s)/Teacher(s): Natalija Vidmarović, PhD  |
| Teaching Language (regular)[[43]](#footnote-43): Russian |
| Teaching Methods (regular):[[44]](#footnote-44) teaching through lectures and exercises |
| Teaching: | Weekly (hours) | Semester (hours) |
| Lectures:  | 2 | 30 |
| Exercises: |  |  |
| Seminars: |  |  |
| ECTS: 3 |
| Teaching language and level[[45]](#footnote-45) for guest (exchange) students: Russian |
| Teaching Methods[[46]](#footnote-46) for guest (exchange) students: All teaching activities will be held in regular teaching language. |
| Evaluation Methods[[47]](#footnote-47) and Grading[[48]](#footnote-48): Written exam, Standard - the institutional grading system (5 Excellent; 4 Very good; 3 Good; 2 Sufficient; 1 Fail) |
| Learning Outcomes: * To acquire the development of the grammar of the old Russian language
* To acquire the skill of independent application of theoretical knowledge in the analysis of texts of different historical periods
* To explain individual phenomena in the modern Russian language.
 |
| Literature:1. Иванов В.В. *Историческая грамматика русского языка*. «Просвещение». Москва 1990.
2. Василенко И.А. *Историческая грамматика русского языка*. Сборник упражнений.  «Просвещение». Москва 1965.
 |

|  |
| --- |
| STUDY PROGRAMME: **RUSSIAN LANGUAGE AND LITERATURE** |
| Level and Year[[49]](#footnote-49): BA, 3rd and 4th  |
| Course Title: **LINGUISTIC CULTUROLOGY / LINGUOCULTUROLOGY** |
| Course Description: This course examines a new linguistic discipline, i.e. linguistic culturology (linguoculturology), which deals with the problem of integration of linguistics and the study of culture. The main aim of this course is the research of the fundamental aspects of a complex relationship between language and culture with regard to explicating culture in metaphors, symbols, idioms, proverbs and other linguistic units. Thus, language is seen as a path that leads to the mentality of a nation and to the understanding of the world in the past and nowadays. The main aim of this course is to give a theoretical framework, principles and patterns in order to be able to conduct a linguistic research from the linguistic-cultural point of view. |
| Semester[[50]](#footnote-50): Winter; 2019/2020 |
| Lecturer(s)/Teacher(s): Branka Barčot, PhD |
| Teaching Language (regular)[[51]](#footnote-51): Russian |
| Teaching Methods (regular):[[52]](#footnote-52) teaching through lectures and seminars + E-Learning (Omega)  |
| Teaching: | Weekly (hours) | Semester (hours) |
| Lectures: | 2 | 30 |
| Exercises: | / | / |
| Seminars: | 1 | 15 |
| ECTS: 3 |
| Teaching language and level[[53]](#footnote-53) for guest (exchange) students: Russian, B1< |
| Teaching Methods[[54]](#footnote-54) for guest (exchange) students: Russian  |
| Evaluation Methods[[55]](#footnote-55) and Grading[[56]](#footnote-56): Class attendance, Oral Exam; Standard grading - the institutional grading system (5 Excellent; 4 Very good; 3 Good; 2 Sufficient; 1 Fail) |
| Learning Outcomes:In other linguistic courses that we offer in the study programme, such as Phonetics and Phonology, Morphology, Syntax and Semantics or Lexicology, students obtain the knowledge and skills related to the structural linguistics. One of the main aims of this course is to introduce new linguistic achievements within the anthropocentric approach to linguistics because they differ largely from the ones related to structural linguistics. Thus, “Linguistic Culturology / Linguoculturology” can be seen as a specific linguistic superstructure. - to understand general ideas in the approach to the study of culture throughout history - acquisition of linguistic-cultural terms/notions in order to use them when dealing with cultural problems in different linguistic units such as proverbs, idioms etc.- to enable students how to conduct linguistic-cultural research (using the associative method) and how to analyze linguistic data - to develop critical thinking and asking new questions regarding the relationship between language and culture |
| Literature:1. Barčot, B. (2017). *Lingvokulturologija i zoonimska frazeologija*. Zagreb: Hrvatska sveučilišna naklada.
2. Воробьёв, В.В. (2008). *Лингвокультурология*. Москва: Российский университет дружбы народов.
3. Драгићевић, Р. (2010). *Вербалне асоциjациjе кроз српски jезик и културу*. Београд: Друштво за српски jезик и културу Србиje.
4. Лакофф, Дж., Джонсон, М. (2004). *Метафоры, которыми мы живём*. Москва: Изд. УРСС.
5. Маслова, В.А. (2001). *Лингвокультурология.* Москва: Издательский центр «Академия».

Additional literature: 1. Брилёва, И.С. и др. (2004). *Лингвокультурологический словарь*. Москва: Гнозис.
2. Зыкова И.В. (2015). *Концептосфера культуры и фразеология: Теория и методы лингвокультурологического изучения*. Москва: Ленанд.
3. Stanojević, M.-M. (2013). *Konceptualna metafora: temeljni pojmovi, teorijski pristupi i metode*. Zagreb: Srednja Europa.
4. Тер-Минасова, С. Г. (2004). *Язык и межкультурная коммуникация*. Москва: Издательство МГУ.
5. Тхорик, В. И.; Фанян, Н. Ю. (2006). *Лингвокультурология и межкультурная коммуникация*. Москва: ГИС.
 |

|  |
| --- |
| STUDY PROGRAMME:  **RUSSIAN LANGUAGE AND LITERATURE**  |
| Level and Year[[57]](#footnote-57): BA, 3rd and 4th |
| Course Title: **LEO TOLSTOY** |
| Course Description: The course offers a general overview of Leo Tolstoy’s writings (fictional and non-fictional), with main interest in a detailed analysis of his selected short fiction (*Anna Karenina*, *Death of Ivan Ilyich*, and *Kreutzer’s Sonat*) from literary and historical/cultural perspectives. The course examines Leo Tolstoy’s writings and the formation of his narrative and stylistic strategies. Since Tolstoy was, apart from being a brilliant writer, a vivid and original thinker, the course also offers an insight in Tolstoy’s often polemical and paradoxical philosophical conceptualizations of notions such as family, love, happiness, nation, history etc.  |
| Semester[[58]](#footnote-58): Winter; 2019/2020 |
| Lecturer(s)/Teacher(s): Danijela Lugarić Vukas, PhD |
| Teaching Language (regular)[[59]](#footnote-59): Russian |
| Teaching Methods (regular):[[60]](#footnote-60) teaching through lectures/seminars and teacher-led demonstrations in the classroom; Presentations; Classroom discussion; E-Learning (Omega) |
| Teaching:  | Weekly (hours)  | Semester (hours) |
| Lectures: | 2 | 30 |
| Exercises: | - | - |
| Seminars: | 1 | 15 |
| ECTS: 3 |
| Teaching language and level[[61]](#footnote-61) for guest (exchange) students: Russian B1 |
| Teaching Methods[[62]](#footnote-62) for guest (exchange) students: L1 |
| Evaluation Methods[[63]](#footnote-63) and Grading[[64]](#footnote-64):Class attendance, Seminar paper, Written exam; Standard Grading |
| Learning Outcomes: * To understand Tolstoy’s works in the context of Russian cultural and political field of the time,
* To use theoretical methods and categories for the analysis of Tolstoy’s masterpieces,
* To understand the complex architecture of Tolstoy’s prose writings influenced by not only further development of Russian, but also world literature,
* To be able to recognize and understand Tolstoy’s innovations in Russian and world literature.
 |
| Literature: Adelman, G. 1990. *Anna Karenina. The Bitterness of Ecstasy*. Boston: Twayne Publishers. Èjhenbaum, B. 2009. *Lev Tolstoj. Issledovanija. Stat'i*. Fakul'tet filologii i iskusstv Sankt-Peterburgskogo gosudarstvennogo universiteta. Lennkvist, B. 2010. *Putešestvie vglub' romana. Lev Tolstoj. Anna Karenina. Jazyki slavjanskoj kul'tury.* <https://www.litmir.me/br/?b=595042>Mandelker, A. 1993. *Framing* Anna Karenina*: Tolstoy, the Woman Question, and the Victorian Novel*. Columbus: Ohio University Press.Merežkovskij, D. S. 2000. *L. Tolstoj i Dostoevskij*. Moskva: Nauka. Morson, G. S. 1988. *Prosaic and Anna Karenina*. “Tolstoy Studies Journal.” Vol. 1. <http://sites.utoronto.ca/tolstoy/vol1/pages%201%20-%2012%20criticism%20volume%201.pdf>. Nabokov, V. 1999. *Lekcii po russkoj literature*. Moskva: Nezavisimaja gazeta. Platon: *Gozba ili o ljubavi.* Prijma, F. Ja.; Pruckov, N. I. (ur.) *Istorija russkoj literatury. Tom tretij. Rascvet realizma*. Leningrad: «Nauka».Šklovskij, B. 1963. *Lev Tolstoj*. Izdatel'stvo Molodaja gvardija. Woolf, V. 1925. *The Common Reader. The Russian Point of View*. https://ebooks.adelaide.edu.au/w/woolf/virginia/w91c/chapter16.htmlThorlby, A. 1987. *Leo Tolstoy:* Anna Karenina. Cambridge: Cambridge University Press. Tolstaja, S. A. 1978. *Dnevniki v dvuh tomah. Tom pervyj*. 1862-1900. Moskva: Hudožestvennaja literatura. Tolstoj, L. N. 1897. *Čto takoe iskusstvo*. <http://rvb.ru/tolstoy/01text/vol_15/01text/0327.htm>Volkov, S. 2008. *Istorija russkoj kul'tury 20 veka. Ot L'va Tolstogo do Aleksandra Solženicyna*. Moskva: Èksmo.   |

|  |
| --- |
| STUDY PROGRAMME: **RUSSIAN LANGUAGE AND LITERATURE**  |
| Level and Year[[65]](#footnote-65): BA, 3rd and 4th |
| Course Title: **CONTEMPORARY RUSSIAN FEMALE PROSE FICTION** |
| Course Description: The course offers close readings of few contemporary Russian female authors of prose fiction, including such notable authors as L. Petrushevskaya and L. Ulitskaya. The course places contemporary Russian female prose in the context of development of “female question” in Russian and especially Soviet cultural history. Furthermore, selected prose writings are contextualized in methodological framework of feminist literary criticism, with special attention to the analysis of images of mothers and motherhood as identity in contemporary Russian female prose writings.  |
| Semester[[66]](#footnote-66): Summer; 2019/2020  |
| Lecturer(s)/Teacher(s): Danijela Lugarić Vukas, PhD |
| Teaching Language (regular)[[67]](#footnote-67): Russian |
| Teaching Methods (regular):[[68]](#footnote-68) teaching through lectures/seminars and teacher-led demonstrations in the classroom; Presentations; Classroom discussion; E-Learning (Omega) |
| Teaching:  | Weekly (hours)  | Semester (hours) |
| Lectures: | 2 | 30 |
| Exercises: | - | - |
| Seminars: | 1 | 15 |
| ECTS: 3 |
| Teaching language and level[[69]](#footnote-69) for guest (exchange) students: Russian B1 |
| Teaching Methods[[70]](#footnote-70) for guest (exchange) students:L1 |
| Evaluation Methods[[71]](#footnote-71) and Grading[[72]](#footnote-72):Class attendance, Seminar paper, Written exam; Standard Grading |
| Learning Outcomes: * To understand the meanings of Russian female prose writings in the context of Russian cultural and political field after the collapse of the Soviet Union,
* To use theoretical methods and categories for the analysis of Russian female prose writings,
* To use feminist literary criticism for the analysis of Russian female prose writings,
* To be able to place Russian female prose writings in the context of literature of female authors in the West,
* To see how contemporary Russian literature of female authors used literary spaces for articulating, reevaluating, and deconstructing the images of mother and motherhood rooted in tradition and in state policies,
* To recognize complexities of Soviet gender policy, its essential patriarchal matrix, and the ways it shaped post-Soviet literary field,
* To be able to recognize and understand innovations of Russian female prose writings in Russian and world literature.
 |
| Literature: Clyman, T. W.; Greene, D. 1994. *Women Writers in Russian Literature.* Westport. Connecticut, London: Praeger. Euripid: *Medeja*Goscilo, H. (ur.). 1993. *Fruits of Her Plum. Essays on Contemporary Russian Woman's Culture*. M. E. Sharpe. Heldt, B. 1987. *Terrible Perfection. Women and Russian Literature*. Indiana University Press. Hoisington, S. (ur.) *A Plot of Her Own. The Female Protagonist in Russian Literature*. Evanson, Illionis.Hubbs, J. 1988. *Mother Russia. The Feminine Myth in Russian Culture*. Bloomington and Indianapolis. Kaminer, J. 2014. *Women with a Thirst for Destruction. The Bad Mother in Russian Culture*. Northwestern University Press. Kelly, C. 1994. *A History of Russian Women's Writing 1820-1992*. Oxford: Clarendon Press. Kurčatkin, A. *Babij dom*, 1986. Mamonova, T. 1989. *Russian Women's Studies*. Pergamon Press. Marsh, R. 1996. *Gender and Russian Literature*. Cambridge University Press. Medarić, M. 2001. *Pišu li žene u suvremenoj Rusiji – „žensko pismo“?*, „Nova Istra“, br. 2-3. Str. 149-159. Rjabov, O. 2001. «Matuška-Rus'». Moskva. Vorob'eva, N. V. 2006. *Ženskaja proza 1980-2000-h godov: dinamika, problematika, poètika*. Perm'skij gosudarstvennyj universitet.  |

|  |
| --- |
| STUDY PROGRAMME: **RUSSIAN LANGUAGE AND LITERATURE**  |
| Level and Year[[73]](#footnote-73): BA, 3rd and 4th |
| Course Title: **MIKHAIL BULGAKOV (DOCUMENTARY, FANTASY, MAGICAL REALISM)** |
| Course Description:This course offers a deep reflection on the role of M. Bulgakov in Russian literature of the 1920s and 1930s, contextualizing his works in relation to documentary, fantastic literature and magical realism. The course follows the chronological frame of Bulgakov’s work (from early Moscow feuilletons to the novel *Master and Margarita*). The focus of analyses are problems of Bulgakov’s unique poetics such as stylization, fantasy, mysticism, realism, etc.  |
| Semester[[74]](#footnote-74): Summer ; 2019/20  |
| Lecturer(s)/Teacher(s): IVANA PERUŠKO VINDAKIJEVIĆ  |
| Teaching Language (regular)[[75]](#footnote-75): RUSSIAN |
| Teaching Methods (regular):[[76]](#footnote-76) LECTURES, SEMINARS. TEACHER-LED DEMONSTRATIONS IN THE CLASSROOM, PRESENTATIONS, CLASSROOM DISCUSSION, E-LEARNING.  |
| Teaching: | Weekly (hours) | Semester (hours) |
| Lectures: | 2 | 30 |
| Exercises: |  |  |
| Seminars: | 1 | 15 |
| ECTS: 3  |
| Teaching language and level[[77]](#footnote-77) for guest (exchange) students: B1 |
| Teaching Methods[[78]](#footnote-78) for guest (exchange) students: L2 |
| Evaluation Methods[[79]](#footnote-79) and Grading[[80]](#footnote-80): CLASS ATTENDANCE, SEMINAR PAPER, WRITTEN EXAM  |
| Learning Outcomes:  TO APPLY A VARIETY OF THEORIES TO SPECIFIC BULGAKOV’S TEXTS  TO BE ABLE TO DESCRIBE LITERARY EVOLUTION OF BULGAKOV  TO APPLY CRITICAL AND THEORETICAL SKILLS TO THE ANALYSIS OF BULGAKOV’S EARLY AND LATE WORKS TO DEMONSTRATE THE KNOWLEDGE OF BULGAKOV’S PROSE AND DRAMA IN THE CONTEXT OF RUSSIAN (SOVIET) LITERATURE DURING THE 1920s AND 1930s.    |
| Critical literature:Peruško, I. 2013. *Poetika progonstva. Gor'kij i Bulgaov između srpa i čekića*, Zagreb: Naklada Ljevak. Gudkova, V. 1988. *Vremja i teatr M. Bulgakova*, Moskva: Sov. Rossija.Sokolov, B. 2007. *Bulgakov. Ènciklopedija*, Мoskva: Èksmo, Algoritm.Paršin, L. 1991. *Čertovščina v Amerikanskom posol'stve v Moskve, ili 13 zagadok Mihaila Bulgakova*, Moskva: Kn. palata. Sarnov, B. 2003. *Každomu po ego vere. O romane Bulgakova ”Master i Margarita”*, Moskva: Vysšaja škola.Sokolov, B. 2008. *Мihail Bulgakov. Zagadki tvorčestva*, Moskva: Vagrius.  |

|  |
| --- |
| STUDY PROGRAMME: **RUSSIAN LANGUAGE AND LITERATURE**  |
| Level and Year[[81]](#footnote-81): BA, 3rd and 4th |
| Course Title: **SOVIET MYTH IN POST-SOVIET LITERATURE AND CINEMA** |
| Course Description:This course uncovers the layers of cultural history in Russian post-soviet literature and Russian post-soviet cinema. Russian literature and cinema underwent transformation and destruction of the Soviet past. The main question of this course is: how does memory work in post-Soviet literature and cinema? Our central goal is to examine the re-mythologization of post-soviet literary space and the re-construction of the historical past in the post-soviet cinema. Readings combine literary and critical theory (Barthes, Lotman, Eliade, Meletinsky, Dobrenko, Groys, Boym, etc.) with fiction and films (Aksenov, Prigov, Pelevin, Sorokin, Shakhnazarov, DykhovichnyFedorchenko, etc.) that problematize the Soviet legacy and Soviet myths. Our central goal is to examine one selected narrative per week. The course contains lectures and seminars with substantial weekly assignments. |
| Semester[[82]](#footnote-82): Summer; 2019/20  |
| Lecturer(s)/Teacher(s):IVANA PERUŠKO VINDAKIJEVIĆ  |
| Teaching Language (regular)[[83]](#footnote-83): RUSSIAN |
| Teaching Methods (regular):[[84]](#footnote-84) LECTURES, SEMINARS. TEACHER-LED DEMONSTRATIONS IN THE CLASSROOM, PRESENTATIONS, CLASSROOM DISCUSSION, E-LEARNING.  |
| Teaching: | Weekly (hours) | Semester (hours) |
| Lectures: | 2 | 30 |
| Exercises: |  |  |
| Seminars: | 1 | 15 |
| ECTS: 3  |
| Teaching language and level[[85]](#footnote-85) for guest (exchange) students: B1 |
| Teaching Methods[[86]](#footnote-86) for guest (exchange) students: L2 |
| Evaluation Methods[[87]](#footnote-87) and Grading[[88]](#footnote-88): CLASS ATTENDANCE, SEMINAR PAPER, WRITTEN EXAM  |
| Learning Outcomes:  TO APPLY A VARIETY OF THEORIES TO SPECIFIC MOVIES AND SPECIFIC TEXTS TO BE ABLE TO DESCRIBE CHANGES IN THE COLLECTIVE MEMORY IN CONTEMPORARY LITERATURE AND CINEMATO BE ABLE TO ANSWER HOW MEMORY WORKS IN CONTEMPORARY LITERATURE AND CINEMATO BE ABLE TO DESCRIBE THE EVOLUTION OF THE SOVIET MYTHOLOGY IN THE POST-SOVIET SPACE |
| Literature:Critical Literature:Bogdanova, O. 2004. Postmodernizm v kontekste sovremennoj russkoj literatury, SPB: Filolog.Erofeev, V. 1990. Pominki po sovetskoj literature, http://www.fedy-diary.ru/?p=3883. Gunther, H. 2001. Proščanie s sovetskim kanonom, http://www.persee.fr/web/revues/home/prescript/article/slave\_0080-2557\_2001\_num\_73\_4\_6747.Lipoveckij, M. 2008. Paralogii: Transformacii (post)modernistskogo diskursa v russkoj kul’ture 1920-2000-h godovi, Moskva: NLO.Sinjavskij, A. 2002. Osnovy sovetskoj civilizacii, Moskva: Agraf. |

|  |
| --- |
| STUDY PROGRAMME: **RUSSIAN LANGUAGE AND LITERATURE**  |
| Level and Year[[89]](#footnote-89): BA, 3rd and 4th |
| Course Title: **RUSSIAN CLASSICS ON SCREEN** |
| Course Description:This course offers different approaches to adaptation and examines the close relationship between literature and cinema by focusing on Russian film adaptations of Russian literary classics such as F. Dostoevsky’s *Idiot*, M. Gorky’s *Mother*, M. Bulgakov’s *Heart of a Dog*,etc*.* We will read and discuss Russian classic and contemporary theories of film adaptation in order to address our main question – how film adaptation helps us understand literature and how literature influences cinema. This is a very important issue for the Russian cinema, so you should expect to read different theories of adaptation and to watch film adaptations outside the classroom. Our central goal is to examine one selected adaptation per week. The course contains lectures and seminars with substantial weekly assignments.  |
| Semester[[90]](#footnote-90): Winter; 2019/20 |
| Lecturer(s)/Teacher(s): IVANA PERUŠKO VINDAKIJEVIĆ  |
| Teaching Language (regular)[[91]](#footnote-91): RUSSIAN |
| Teaching Methods (regular):[[92]](#footnote-92) LECTURES, SEMINARS. TEACHER-LED DEMONSTRATIONS IN THE CLASSROOM, PRESENTATIONS, CLASSROOM DISCUSSION, E-LEARNING.  |
| Teaching: | Weekly (hours) | Semester (hours) |
| Lectures: | 2 | 30 |
| Exercises: |  |  |
| Seminars: | 1 | 15 |
| ECTS: 3  |
| Teaching language and level[[93]](#footnote-93) for guest (exchange) students: B1 |
| Teaching Methods[[94]](#footnote-94) for guest (exchange) students: L2 |
| Evaluation Methods[[95]](#footnote-95) and Grading[[96]](#footnote-96): CLASS ATTENDANCE, SEMINAR PAPER, WRITTEN EXAM  |
| Learning Outcomes:  TO APPLY A VARIETY OF ADAPTATION THEORIES TO SPECIFIC MOVIES TO BE ABLE TO DESCRIBE CHANGES IN FILM ADAPTATION TO BE ABLE TO ANSWER HOW EARLY RUSSIAN THEORISTS DEFINED THE RELATIONSHIP BETWEEN CINEMA AND LITERATURETO BE ABLE TO ANSWER HOW FILM ADAPTATION DISTINCTED FROM THE LITERATURE TEXTS  |
| Literature:Bluestone, G. 2003. Novels into Film, Baltimore, MD : [Johns Hopkins University Press](https://ffzg.koha-dev.rot13.org/cgi-bin/koha/opac-search.pl?q=Provider:Johns%20Hopkins%20University%20Press%2C). Frejlih, S. 2013. *Teorija kino*, Moskva: Akademičeskij proekt.Margolit, E. 2012. *Živye i mertvoe. Zametki k istorii sovetskogo kino 1920-1960-h godov*, Sankt-Peterburg: Seans. Mil'don, V. 2007. Drugoj Drugoj Laokoon, ili O grenicah kino i literatury: éstetika ékranizacii, Moskva: ROSSPEN.Zorkaja, N. 2006. *Istorija sovetskogo kino*, SPB: Izdatel'stvo Sankt-Peterburgskogo Universiteta. Èjhenbaum, B. (ur.) 2001. *Poètika kino*, SPB: Kinopečat'.  |

|  |
| --- |
| STUDY PROGRAMME: RUSSIAN LANGUAGE AND LITERATURE |
| Level and Year[[97]](#footnote-97): BA; 4th |
| Course Title: **THE ANALYSIS OF ANCIENT RUSSIAN LITERARY WORKS 11th – 16th CENTURY** |
| Course Description: To do cultural and linguistic analysis of the most significant literary works of XI-XVI century on the basis of the theory of "phases" of the development of Russian written word that substantially changes the hitherto adopted approach to medieval texts. To studying the text in the context of "small" and "big" time. To monitor the development of medieval man’s "image of the world", studying its influence on the later development of Russian language, literature and culture. |
| Semester: Winter; 2019/2020 |
| Lecturer(s)/Teacher(s): Natalija Vidmarović, PhD  |
| Teaching Language (regular)[[98]](#footnote-98): Russian |
| Teaching Methods (regular):[[99]](#footnote-99) teaching through lectures, presentations and classroom discussion |
| Teaching: | Weekly (hours) | Semester (hours) |
| Lectures:  | 3 | 45 |
| Exercises: |  |  |
| Seminars: | 1 | 15 |
| ECTS: 5 |
| Teaching language and level[[100]](#footnote-100) for guest (exchange) students: Russian |
| Teaching Methods[[101]](#footnote-101) for guest (exchange) students: All teaching activities will be held in regular teaching language. |
| Evaluation Methods[[102]](#footnote-102) and Grading[[103]](#footnote-103): Oral exam, Standard - the institutional grading system (5 Excellent; 4 Very good; 3 Good; 2 Sufficient; 1 Fail) |
| Learning Outcomes: * To master the skill of a complex literary-linguistic and historical-cultural analysis of medieval texts.
* To acquire the ability to observe the medieval "layer" in classical and contemporary texts.
 |
| Literature:Есаулов И.А. Пасхальность русской словесности. Москва, Кругъ 2004.Камчатнов А.М. Лингвистическая герменевтика. На материале древнерусских рукописных источников. 1995Видмарович Н. Агиография: текст и контекст. Российский государственный гуманитарный университет. Москва. 2009. |

|  |
| --- |
| STUDY PROGRAMME:  **RUSSIAN LANGUAGE AND LITERATURE** |
| Level and Year[[104]](#footnote-104): BA or MA; 4th or 5th year  |
| Course Title: **PHRASEOLOGY**  |
| Course Description: The course explores the phraseology of the Russian language. It provides insight into:the placement and role of phraseology in linguistics and other related fields; basic features of phraseological units and their classification; the use of phraseological units in various types of Russian texts. The course enables students to actively use the most common Russian phraseological units.   |
| Semester[[105]](#footnote-105): Summer; 8th or 10th  |
| Lecturer(s)/Teacher(s): Anita Hrnjak, PhD, senior lector |
| Teaching Language (regular)[[106]](#footnote-106): Russian |
| Teaching Methods (regular):[[107]](#footnote-107) Teaching through lectures and seminars; Presentations; Classroom discussion; E-Learning (Omega); Consultations |
| Teaching: | Weekly (hours) | Semester (hours) |
| Lectures: | 2 | 30 |
| Exercises: | - | - |
| Seminars: | 2 | 30 |
| ECTS: 4 |
| Teaching language and level[[108]](#footnote-108) for guest (exchange) students: Russian; B2 |
| Teaching Methods[[109]](#footnote-109) for guest (exchange) students: L2 |
| Evaluation Methods[[110]](#footnote-110) and Grading[[111]](#footnote-111): Class attendance, seminar paper, written exam; Standard grading - the institutional grading system (5 Excellent; 4 Very good; 3 Good; 2 Sufficient; 1 Fail) |
| Learning Outcomes: 1. The student will be able to recognize a phraseological unit when reading Russian texts
2. The student will be able to apply phraseological theory while analyzing basic structural and semantic characteristics of Russian phraseological units
3. The student will be able to analyze phraseological data and present the results in a form of a seminar paper
4. The student will be able to use references in order to get information about different aspects of the phraseological level of the Russian language
5. The student will be able to use different types of phraseological dictionaries to identify the meaning of phraseological units
6. The student will be able to actively use most of the common Russian phraseological units
 |
| Literature:Алефиренко, Н.Ф. (2008) *Фразеология в свете современных лингвистических парадигм.* Элпис, Москва.Алефиренко, Н.Ф., Семененко, Н.Н. (2009) *Фразеология и паремиология.* Издательство „Флинта“, Издательство „Наука“, Москва.Баранов, А.Н., Добровольский, Д.О. (2014) *Основы фразеологии (краткий курс).* Издательство „Флинта“, Москва. Жуков, А.Н. (2006) *Русская фразеология*. „Высшая школа“, Москва.Жуков, В. П., Вальтер, Х., Малински, Т., Мокиенко, В., Степанова, Л. (2005) *Русская фразеология для немцев.* Златоуст, Санкт-Петербург.Мокиенко, В.М. (1980) *Славянская фразеология*. Высшая школа, Москва.Мокиенко, В. М. (2007) *В глубь поговорки.* Рассказы о происхождении крылатых слов и образных выражений. Азбука-Классика, Авалон, Санкт-Петербург.Татар, Б. (1992) *Фразеология современного русского языка.* Танкёьвквиадо, Будапешт. |

|  |
| --- |
| STUDY PROGRAMME:  **RUSSIAN LANGUAGE AND LITERATURE** |
| Level and Year[[112]](#footnote-112): BA or MA; 4th or 5th year  |
| Course Title: **STYLISTICS OF THE RUSSIAN LANGUAGE** |
| Course Description: The course explores the stylistics of the Russian language. It provides insight intothe placement and role of stylistics in linguistics and other related fields. Students are acquainted with the basics of lexical stylistics as well as with the stylistic diversity of linguistic means belonging to different sub-systems of the Russian language system.  |
| Semester[[113]](#footnote-113): Summer; 8th or 10th  |
| Lecturer(s)/Teacher(s): Anita Hrnjak, PhD, senior lector |
| Teaching Language (regular)[[114]](#footnote-114): Russian |
| Teaching Methods (regular):[[115]](#footnote-115) Teaching through lectures and seminars; classroom discussion; exercises; e-Learning (Omega); consultations |
| Teaching: | Weekly (hours) | Semester (hours) |
| Lectures: | 2 | 30 |
| Exercises: | - | - |
| Seminars: | 2 | 30 |
| ECTS: 4 |
| Teaching language and level[[116]](#footnote-116) for guest (exchange) students: Russian; B2 |
| Teaching Methods[[117]](#footnote-117) for guest (exchange) students: L2 |
| Evaluation Methods[[118]](#footnote-118) and Grading[[119]](#footnote-119): Class attendance, written exam; Standard grading - the institutional grading system (5 Excellent; 4 Very good; 3 Good; 2 Sufficient; 1 Fail) |
| Learning Outcomes: 1. The student will be able to describe the stylistic diversity of the lexical sub-system of the Russian language while recognizing the basic lexical expressive means and stylistic devices
2. The student will be able to describe and recognize the particularities of different functional styles of the Russian language
3. The student will be able to compare and contrast the use of linguistic means in different communication areas taking into consideration literary norm and emotional expression
4. The student will be able to use references for getting information about a stylistic situation
5. The student will be able to use monolingual and bilingual dictionaries to identify absolute and contextual meaning of words
 |
| Literature:Афанасьева, Н. А., Попова, Т. И. (2009) *Палитра стилей. Учебное пособие по стилистике русского языка для иностранцев*. Златоуст, Санкт-Петербург.Волкова, Т.Г. (ред.) (2007) *Практическая стилистика русского языка для учащихся с неродным русским языком*. Русский язык. Курсы, Москва.Голуб, И.Б. (2002) *Стилистика русского языка*. Айрис-пресс, Москва.Голуб, И.Б. (2003) *Упражнения по стилистике русского языка*. Айрис-пресс, Москва.Розенталь, Д. Э. (1987) *Практическая стилистика русского языка*. Высшая школа, Москва.Фроянова, Т. И. (2003) *Культура русской речи.* Паритет, Санкт-Петербург. |

|  |
| --- |
| STUDY PROGRAMME: **RUSSIAN LANGUAGE AND LITERATURE** |
| Level and Year[[120]](#footnote-120): MA; 5th |
| Course Title: **GLOTTODIDACTICS** |
| Course Description:To explain basic concepts of the theory of teaching foreign languages with an emphasis on Russian as FL; to describe elementary foundations of glottodidactics from diachronic and synchronic point of view; to identify basic processes of teaching Russian as FL, using appropriate teaching strategies. |
| Semester[[121]](#footnote-121): Winter; 2019/2020 |
| Lecturer(s)/Teacher(s): Marina Jajić Novogradec, PhD |
| Teaching Language (regular)[[122]](#footnote-122): Russian |
| Teaching Methods (regular):[[123]](#footnote-123): teaching through lectures/seminars/exercises and teacher-led demonstrations in the classroom; Presentations; Classroom discussion |
| Teaching: | Weekly (hours) | Semester (hours) |
| Lectures: | 2 | 30 |
| Exercises: | - | - |
| Seminars: | - | - |
| ECTS: |
| Teaching language and level[[124]](#footnote-124) for guest (exchange) students: Russian B2/English B2 |
| Teaching Methods[[125]](#footnote-125) for guest (exchange) students: teaching through lectures/seminars/exercises and teacher-led demonstrations in the classroom; Presentations; Classroom discussion |
| Evaluation Methods[[126]](#footnote-126) and Grading[[127]](#footnote-127): written exam |
| Learning Outcomes:Students will be able:* To explain basic concepts of foreign language teaching from diachronic and synchronic point of view
* To define the concept of language and communicative competence
* To explain the role of interlanguage
* To interpret different approaches in the organization of language material in Russian language teaching
* To analyze teaching materials in relation to different teaching methods
* To express critical thinking of the Russian language literature in glottodidactics
* To prepare, examine and present a small-scale study of a certain language aspect in Russian language teaching
 |
| Literature:Obligatory: Московкин Л.В., Щукин, А.Н. Хрестоматия по методике преподавания русского языка как иностранного. - М.: "Русский язык" Курсы, 2012 Пассов Е.И., Кузовлева Н.Е. Основы коммуникативной теории и технологии иноязычного образования. - М.: "Русский язык" Курсы, 2010 Petrović, E. (1998). Teorija nastave stranih jezika . Zagreb: Školska knjiga Skljarov M. (1993). Teorija i praksa u nastavi stranih jezika. Zagreb: Školske novine Vilke, M. (1977) Uvod u glotodidaktiku. Zagreb: Školska knjiga Лебдинский, С.И., Гербик, Л.Ф., Методика преподавания русского языка как иностранного, учебное пособие (электронная версия), 2011 Шаклеин, В.М., Русская лингводидактика: история и современность, учебное пособие (электронная версия), 2008Additional: Čurković-Kalebić, S. (2003). Jezik i društvena situacija . Zagreb: Školska knjiga. Mihaljević Djigunović, J. (1998). Uloga afektivnih faktora u učenju stranoga jezika . Zagreb: Filozofski fakultet. Журналы: Русский язык за рубежом, Strani jezici (odabrani članci) |
| STUDY PROGRAMME: **RUSSIAN LANGUAGE AND LITERATURE** |
| Level and Year[[128]](#footnote-128): MA; 5th |
| Course Title: **FOREIGN LANGUAGE ACQUISITION** |
| Course Description:To explain and differentiate the processes of acquiring and learning the first, second and foreign language; to develop critical thinking of scientific theories; to acquire professional terminology in Russian and get acquainted with the research and reading of appropriate literature related to the second language acquisition context in the Russian language  |
| Semester[[129]](#footnote-129): Winter; 2019/2020 |
| Lecturer(s)/Teacher(s): Marina Jajić Novogradec, PhD |
| Teaching Language (regular)[[130]](#footnote-130): Russian |
| Teaching Methods (regular):[[131]](#footnote-131): teaching through lectures/seminars/exercises and teacher-led demonstrations in the classroom; Presentations; Classroom discussion |
| Teaching: | Weekly (hours) | Semester (hours) |
| Lectures: | 2 | 30 |
| Exercises: | - | - |
| Seminars: | - | - |
| ECTS: |
| Teaching language and level[[132]](#footnote-132) for guest (exchange) students: Russian B2/English B2 |
| Teaching Methods[[133]](#footnote-133) for guest (exchange) students: teaching through lectures/seminars/exercises and teacher-led demonstrations in the classroom; Presentations; Classroom discussion |
| Evaluation Methods[[134]](#footnote-134) and Grading[[135]](#footnote-135): written exam |
| Learning Outcomes:Students will be able:* To explain psycholinguistic and sociolinguistic theories of the first, second and foreign language acquisition
* To differentiate and describe cognitive and affective factors in FL acquisition
* To analyze research methods of the second language acquisition processes
* To explain the features of classroom discourse in Russian language acquisition
* To recognize and develop teaching and communicative strategies in the Russian language
* To express critical thinking of the Russian language literature in second language acquisition
* To prepare, examine and present a small-scale study of a certain language aspect in Russian language teaching
 |
| Literature:Obligatory: Залевская, А.А. (1999): Введение в психолингвистику. Российский государственный гуманитарный университет. Medved Krajnović, M. (2010 ). Od jednojezičnosti do višejezičnosti: Uvod u istraživanja procesa ovladavanja inim jezikom . Zagreb: Leykam International. Mihaljević Djigunović, J. (1998). Uloga afektivnih faktora u učenju stranoga jezika . Zagreb: Filozofski fakultet. Čurković-Kalebić, S. (2003). Jezik i društvena situacija . Zagreb: Školska knjigaAdditional: Vilke, M. (1977) Uvod u glotodidaktiku. Zagreb: Školska knjiga Vrhovac, Y. (2000). Govorna komunikacija i interakcija na satu stranoga jezika . Zagreb: Naklada Ljevak. Petrović, E. (1998). Teorija nastave stranih jezika . Zagreb: Školska knjiga. Журналы: Русский язык за рубежом, Strani jezici (odabrani članci) |
| STUDY PROGRAMME: **RUSSIAN LANGUAGE AND LITERATURE** |
| Level and Year[[136]](#footnote-136): MA; 5th |
| Course Title: **METHODOLOGY OF TEACHING RUSSIAN AS A FOREIGN LANGUAGE** |
| Course Description:To get acquainted with the complexity of the processes in teaching Russian as FL; to explain essentials of teaching methods, approaches, forms of work, means of teaching; to develop the ability of lesson planning, preparation and classroom management in Russian language teaching; to prepare appropriate language materials for different groups of students  |
| Semester[[137]](#footnote-137): Summer; 2019/2020 |
| Lecturer(s)/Teacher(s): Marina Jajić Novogradec, PhD |
| Teaching Language (regular)[[138]](#footnote-138): Russian |
| Teaching Methods (regular):[[139]](#footnote-139): teaching through /seminars/exercises and teacher-led demonstrations in the classroom; Presentations; Classroom discussion |
| Teaching: | Weekly (hours) | Semester (hours) |
| Lectures: | - | - |
| Exercises: | - | - |
| Seminars: | 2 | 30 |
| ECTS: |
| Teaching language and level[[140]](#footnote-140) for guest (exchange) students: Russian B2/ English B2 |
| Teaching Methods[[141]](#footnote-141) for guest (exchange) students: teaching through /seminars/exercises and teacher-led demonstrations in the classroom; Presentations; Classroom discussion |
| Evaluation Methods[[142]](#footnote-142) and Grading[[143]](#footnote-143): regular attendance; Seminar paper, Practical work ; additional: C+ |
| Learning Outcomes:Students will be able:* To describe main aspects of teaching Russian as a foreign language
* To develop different approaches to the organization of language teaching material and analyze it
* To differentiate and analyze the processes of teaching language skills (listening, speaking, reading, writing)
* To recognize and differentiate the roles of teachers and students in the classroom
* To name different teaching methods, forms of work in the classroom
* To prepare lesson plan and manage their own lesson with different groups of students
 |
| Literature:Obligatory: Пассов Е.И., Кузовлева Н.Е. Основы коммуникативной теории и технологии иноязычного образования. - М.: "Русский язык" Курсы, 2010 Лебeдинский, С.И., Гербик, Л.Ф. Методика преподавания русского языка как иностранного, учебное пособие (электронная версия), 2011 Балыхина, Т.М. Методика преподавания русского языка как неродного, нового –М.: Издательство Российского университета дружбы народов, 2007 Акишина А.А., Каган О.Е. Учимся учить. Для преподавателя русского языка как иностранного. Руский язык курсы, 2016 Московкин Л.В., Щукин, А.Н. Хрестоматия по методике преподавания русского языка как иностранного. - М.: "Русский язык" Курсы, 2012 Additional: Vrhovac, Y. (2000). Govorna komunikacija i interakcija na satu stranoga jezika . Zagreb: Naklada Ljevak. Čurković-Kalebić, S. (2003). Jezik i društvena situacija . Zagreb: Školska knjiga. Журналы: Русский язык за рубежом, Strani jezici (odabrani članci) Skljarov, M. (1993). Teorija i praksa u nastavi stranih jezika . Zagreb: Školske novine. Mihaljević Djigunović, J. (1998). Uloga afektivnih faktora u učenju stranoga jezika . Zagreb: Filozofski fakultet. |

1. BA, MA, PhD; 2nd year … [↑](#footnote-ref-1)
2. Winter, Summer, Academic Year [↑](#footnote-ref-2)
3. Teaching language according to the regular programme (e.g. Croatian, French, Slovenian…) [↑](#footnote-ref-3)
4. Direct instructions: teaching through lectures/seminars/exercises and teacher-led demonstrations in the classroom; Presentations; Classroom discussion; E-Learning (Omega, etc.); Fieldwork; Other (specify) [↑](#footnote-ref-4)
5. According to CEFR (e.g. English B2, German C1…) [↑](#footnote-ref-5)
6. **Language options for guest (exchange) students):**

L1 - All teaching activities will be held in regular teaching language. However, guest (exchange) students will have the opportunity to attend additional consultations with the lecturer and teaching assistants in foreign language (indicated as teaching language for guest (exchange) students), to help master the course materials. Additionally, the lecturer will refer guest (exchange) students to the corresponding literature in foreign language, as well as give them the possibility of taking the associated exams in foreign language.

L2 - All teaching activities will be held in regular teaching language only. [↑](#footnote-ref-6)
7. Class attendance, Essay, Preliminary exam, Seminar paper, Practical work, Written exam, Oral Exam, Other (specify) [↑](#footnote-ref-7)
8. Standard - the institutional grading system (5 Excellent; 4 Very good; 3 Good; 2 Sufficient; 1 Fail)

Additional:

RA - Regular Attendance (No ECTS credits awarded for course attendance only)

C - Completed (Student has completed proscribed obligations/no ECTS credits awarded)

C+ – Completed + ECTS (Student has completed proscribed obligations + ECTS credits awarded) [↑](#footnote-ref-8)
9. BA, MA, PhD; 2nd year … [↑](#footnote-ref-9)
10. Winter, Summer, Academic Year [↑](#footnote-ref-10)
11. Teaching language according to the regular programme (e.g. Croatian, French, Slovenian…) [↑](#footnote-ref-11)
12. Direct instructions: teaching through lectures/seminars/exercises and teacher-led demonstrations in the classroom; Presentations; Classroom discussion; E-Learning (Omega, etc.); Fieldwork; Other (specify) [↑](#footnote-ref-12)
13. According to CEFR (e.g. English B2, German C1…) [↑](#footnote-ref-13)
14. **Language options for guest (exchange) students):**

L1 - All teaching activities will be held in regular teaching language. However, guest (exchange) students will have the opportunity to attend additional consultations with the lecturer and teaching assistants in foreign language (indicated as teaching language for guest (exchange) students), to help master the course materials. Additionally, the lecturer will refer guest (exchange) students to the corresponding literature in foreign language, as well as give them the possibility of taking the associated exams in foreign language.

L2 - All teaching activities will be held in regular teaching language only. [↑](#footnote-ref-14)
15. Class attendance, Essay, Preliminary exam, Seminar paper, Practical work, Written exam, Oral Exam, Other (specify) [↑](#footnote-ref-15)
16. Standard - the institutional grading system (5 Excellent; 4 Very good; 3 Good; 2 Sufficient; 1 Fail)

Additional:

RA - Regular Attendance (No ECTS credits awarded for course attendance only)

C - Completed (Student has completed proscribed obligations/no ECTS credits awarded)

C+ – Completed + ECTS (Student has completed proscribed obligations + ECTS credits awarded) [↑](#footnote-ref-16)
17. |  |
| --- |
| STUDY PROGRAMME: **RUSSIAN LANGUAGE AND LITERATURE** |
| Level and Year: BA; 2nd year |
| Course Title: **OLD SLAVONIC LANGUAGE** |
| Course Description: To study the basic data on the origin of Old Slavonic language and the history of Slavic alphabets, phonetic and grammar system of the Old Slavonic language; to get acquainted with the basic types of texts and the way they are translated and analyzed. |
| Semester: Summer; 2019/2020 |
| Lecturer(s)/Teacher(s): Natalija Vidmarović, PhD  |
| Teaching Language (regular): Russian |
| Teaching Methods (regular): teaching through lectures and exercises |
| Teaching: | Weekly (hours) | Semester (hours) |
| Lectures:  | 2 | 30 |
| Exercises: |  |  |
| Seminars: |  |  |
| ECTS: 5 |
| Teaching language and level for guest (exchange) students: Russian |
| Teaching Methods for guest (exchange) students: All teaching activities will be held in regular teaching language. |
| Evaluation Methods and Grading: Written exam and Oral Exam. Standard - the institutional grading system (5 Excellent; 4 Very good; 3 Good; 2 Sufficient; 1 Fail) |
| Learning Outcomes:
	* To get to know the Old Slavonic language as the first literary language of Slavs.
	* To acquire knowledge about the phonetic and grammar system of the language according to the texts from the X-XI century |
| Literature:Дементьев А.А. Сборник задач и упражнений по старославянскому языку – М.: Просвещение, 1975.Старославянский словарь. Под ред. Р.М.Цейтлин, Р.Вечерки, Э.Благовой. М., 1994. |

 BA, MA, PhD; 2nd year … [↑](#footnote-ref-17)
18. Winter, Summer, Academic Year [↑](#footnote-ref-18)
19. Teaching language according to the regular programme (e.g. Croatian, French, Slovenian…) [↑](#footnote-ref-19)
20. |  |
| --- |
| STUDY PROGRAMME: **RUSSIAN LANGUAGE AND LITERATURE** |
| Level and Year: BA, 3rd  |
| Course Title: **SYNTAX OF THE RUSSIAN LANGUAGE 1** |
| Course Description: The main aim of this course is the acquisition of Russian syntactic structures, i.e. understanding the syntactic level of the Russian language, understanding relations between the parts of a sentence, as well as understanding relations between sentences within a text. This knowledge and these skills are important in order to understand Russian texts, but also for the written and oral production in Russian.  |
| Semester: Winter; 2019/2020 |
| Lecturer(s)/Teacher(s): Branka Barčot, PhD |
| Teaching Language (regular): Russian |
| Teaching Methods (regular): teaching through lectures and seminars + E-Learning (Omega)  |
| Teaching: | Weekly (hours) | Semester (hours) |
| Lectures: | 1 | 15 |
| Exercises: | / | / |
| Seminars: | 2 | 30 |
| ECTS: 3 |
| Teaching language and level for guest (exchange) students: Russian, A2/B1 |
| Teaching Methods for guest (exchange) students: Russian  |
| Evaluation Methods and Grading: Class attendance, Written exam; Standard grading - the institutional grading system (5 Excellent; 4 Very good; 3 Good; 2 Sufficient; 1 Fail) |
| Learning Outcomes:
	* To define strings of words as syntactic units
	* To notice the difference between an independent and a dependent sentence
	* To define strings of words (syntagmas) according to the main word; defining the type of the syntagma
	* To understand orthographic rules in the Russian language |
| Literature:
	1. Валгина, Н.С. (2003) *Современный русский язык. Синтаксис*. М.: Высшая школа.
	2. *Краткая русская грамматика* (2002)под ред. Н.Ю. Шведовой и В.В. Лопатина, М.: РАН, Институт русского языка (стр. 392–707).
	3. *Синтаксис современного русского языка* (2009) под ред. С.В. Вяткиной. СПб: СПбГУ; М.: Академия.
	4. Финк Арсовски, Ж. (2013) *Сборник упражнений по синтаксису русского языка.* Zagreb: FF press.
	5. Barić i dr. (2005) *Hrvatska gramatika*, (dio Sintaksa: str. 391–599). Zagreb: Školska knjiga.Additional literature:
	1. *Русская грамматика* (1980), том II , Синтаксис,. М.: Наука.
	2. Katičić, R. (2002) *Sintaksa hrvatskoga književnog jezika*. Zagreb: HAZU – Globus. |

 Direct instructions: teaching through lectures/seminars/exercises and teacher-led demonstrations in the classroom; Presentations; Classroom discussion; E-Learning (Omega, etc.); Fieldwork; Other (specify) [↑](#footnote-ref-20)
21. According to CEFR (e.g. English B2, German C1…) [↑](#footnote-ref-21)
22. **Language options for guest (exchange) students):**

L1 - All teaching activities will be held in regular teaching language. However, guest (exchange) students will have the opportunity to attend additional consultations with the lecturer and teaching assistants in foreign language (indicated as teaching language for guest (exchange) students), to help master the course materials. Additionally, the lecturer will refer guest (exchange) students to the corresponding literature in foreign language, as well as give them the possibility of taking the associated exams in foreign language.

L2 - All teaching activities will be held in regular teaching language only. [↑](#footnote-ref-22)
23. Class attendance, Essay, Preliminary exam, Seminar paper, Practical work, Written exam, Oral Exam, Other (specify) [↑](#footnote-ref-23)
24. Standard - the institutional grading system (5 Excellent; 4 Very good; 3 Good; 2 Sufficient; 1 Fail)

Additional:

RA - Regular Attendance (No ECTS credits awarded for course attendance only)

C - Completed (Student has completed proscribed obligations/no ECTS credits awarded)

C+ – Completed + ECTS (Student has completed proscribed obligations + ECTS credits awarded) [↑](#footnote-ref-24)
25. BA, MA, PhD; 2nd year … [↑](#footnote-ref-25)
26. Winter, Summer, Academic Year [↑](#footnote-ref-26)
27. Teaching language according to the regular programme (e.g. Croatian, French, Slovenian…) [↑](#footnote-ref-27)
28. Direct instructions: teaching through lectures/seminars/exercises and teacher-led demonstrations in the classroom; Presentations; Classroom discussion; E-Learning (Omega, etc.); Fieldwork; Other (specify) [↑](#footnote-ref-28)
29. According to CEFR (e.g. English B2, German C1…) [↑](#footnote-ref-29)
30. **Language options for guest (exchange) students):**

L1 - All teaching activities will be held in regular teaching language. However, guest (exchange) students will have the opportunity to attend additional consultations with the lecturer and teaching assistants in foreign language (indicated as teaching language for guest (exchange) students), to help master the course materials. Additionally, the lecturer will refer guest (exchange) students to the corresponding literature in foreign language, as well as give them the possibility of taking the associated exams in foreign language.

L2 - All teaching activities will be held in regular teaching language only. [↑](#footnote-ref-30)
31. Class attendance, Essay, Preliminary exam, Seminar paper, Practical work, Written exam, Oral Exam, Other (specify) [↑](#footnote-ref-31)
32. Standard - the institutional grading system (5 Excellent; 4 Very good; 3 Good; 2 Sufficient; 1 Fail)

Additional:

RA - Regular Attendance (No ECTS credits awarded for course attendance only)

C - Completed (Student has completed proscribed obligations/no ECTS credits awarded)

C+ – Completed + ECTS (Student has completed proscribed obligations + ECTS credits awarded) [↑](#footnote-ref-32)
33. BA, MA, PhD; 2nd year … [↑](#footnote-ref-33)
34. Winter, Summer, Academic Year [↑](#footnote-ref-34)
35. Teaching language according to the regular programme (e.g. Croatian, French, Slovenian…) [↑](#footnote-ref-35)
36. Direct instructions: teaching through lectures/seminars/exercises and teacher-led demonstrations in the classroom; Presentations; Classroom discussion; E-Learning (Omega, etc.); Fieldwork; Other (specify) [↑](#footnote-ref-36)
37. According to CEFR (e.g. English B2, German C1…) [↑](#footnote-ref-37)
38. **Language options for guest (exchange) students):**

L1 - All teaching activities will be held in regular teaching language. However, guest (exchange) students will have the opportunity to attend additional consultations with the lecturer and teaching assistants in foreign language (indicated as teaching language for guest (exchange) students), to help master the course materials. Additionally, the lecturer will refer guest (exchange) students to the corresponding literature in foreign language, as well as give them the possibility of taking the associated exams in foreign language.

L2 - All teaching activities will be held in regular teaching language only. [↑](#footnote-ref-38)
39. Class attendance, Essay, Preliminary exam, Seminar paper, Practical work, Written exam, Oral Exam, Other (specify) [↑](#footnote-ref-39)
40. Standard - the institutional grading system (5 Excellent; 4 Very good; 3 Good; 2 Sufficient; 1 Fail)

Additional:

RA - Regular Attendance (No ECTS credits awarded for course attendance only)

C - Completed (Student has completed proscribed obligations/no ECTS credits awarded)

C+ – Completed + ECTS (Student has completed proscribed obligations + ECTS credits awarded) [↑](#footnote-ref-40)
41. BA, MA, PhD; 2nd year … [↑](#footnote-ref-41)
42. Winter, Summer, Academic Year [↑](#footnote-ref-42)
43. Teaching language according to the regular programme (e.g. Croatian, French, Slovenian…) [↑](#footnote-ref-43)
44. Direct instructions: teaching through lectures/seminars/exercises and teacher-led demonstrations in the classroom; Presentations; Classroom discussion; E-Learning (Omega, etc.); Fieldwork; Other (specify) [↑](#footnote-ref-44)
45. According to CEFR (e.g. English B2, German C1…) [↑](#footnote-ref-45)
46. **Language options for guest (exchange) students):**

L1 - All teaching activities will be held in regular teaching language. However, guest (exchange) students will have the opportunity to attend additional consultations with the lecturer and teaching assistants in foreign language (indicated as teaching language for guest (exchange) students), to help master the course materials. Additionally, the lecturer will refer guest (exchange) students to the corresponding literature in foreign language, as well as give them the possibility of taking the associated exams in foreign language.

L2 - All teaching activities will be held in regular teaching language only. [↑](#footnote-ref-46)
47. Class attendance, Essay, Preliminary exam, Seminar paper, Practical work, Written exam, Oral Exam, Other (specify) [↑](#footnote-ref-47)
48. Standard - the institutional grading system (5 Excellent; 4 Very good; 3 Good; 2 Sufficient; 1 Fail)

Additional:

RA - Regular Attendance (No ECTS credits awarded for course attendance only)

C - Completed (Student has completed proscribed obligations/no ECTS credits awarded)

C+ – Completed + ECTS (Student has completed proscribed obligations + ECTS credits awarded) [↑](#footnote-ref-48)
49. BA, MA, PhD; 2nd year … [↑](#footnote-ref-49)
50. Winter, Summer, Academic Year [↑](#footnote-ref-50)
51. Teaching language according to the regular programme (e.g. Croatian, French, Slovenian…) [↑](#footnote-ref-51)
52. Direct instructions: teaching through lectures/seminars/exercises and teacher-led demonstrations in the classroom; Presentations; Classroom discussion; E-Learning (Omega, etc.); Fieldwork; Other (specify) [↑](#footnote-ref-52)
53. According to CEFR (e.g. English B2, German C1…) [↑](#footnote-ref-53)
54. **Language options for guest (exchange) students):**

L1 - All teaching activities will be held in regular teaching language. However, guest (exchange) students will have the opportunity to attend additional consultations with the lecturer and teaching assistants in foreign language (indicated as teaching language for guest (exchange) students), to help master the course materials. Additionally, the lecturer will refer guest (exchange) students to the corresponding literature in foreign language, as well as give them the possibility of taking the associated exams in foreign language.

L2 - All teaching activities will be held in regular teaching language only. [↑](#footnote-ref-54)
55. Class attendance, Essay, Preliminary exam, Seminar paper, Practical work, Written exam, Oral Exam, Other (specify) [↑](#footnote-ref-55)
56. Standard - the institutional grading system (5 Excellent; 4 Very good; 3 Good; 2 Sufficient; 1 Fail)

Additional:

RA - Regular Attendance (No ECTS credits awarded for course attendance only)

C - Completed (Student has completed proscribed obligations/no ECTS credits awarded)

C+ – Completed + ECTS (Student has completed proscribed obligations + ECTS credits awarded) [↑](#footnote-ref-56)
57. BA, MA, PhD; 2nd year … [↑](#footnote-ref-57)
58. Winter, Summer, Academic Year [↑](#footnote-ref-58)
59. Teaching language according to the regular programme (e.g. Croatian, French, Slovenian…) [↑](#footnote-ref-59)
60. Direct instructions: teaching through lectures/seminars/exercises and teacher-led demonstrations in the classroom; Presentations; Classroom discussion; E-Learning (Omega, etc.); Fieldwork; Other (specify) [↑](#footnote-ref-60)
61. According to CEFR (e.g. English B2, German C1…) [↑](#footnote-ref-61)
62. **Language options for guest (exchange) students):**

L1 - All teaching activities will be held in regular teaching language. However, guest (exchange) students will have the opportunity to attend additional consultations with the lecturer and teaching assistants in foreign language (indicated as teaching language for guest (exchange) students), to help master the course materials. Additionally, the lecturer will refer guest (exchange) students to the corresponding literature in foreign language, as well as give them the possibility of taking the associated exams in foreign language.

L2 - All teaching activities will be held in regular teaching language only. [↑](#footnote-ref-62)
63. Class attendance, Essay, Preliminary exam, Seminar paper, Practical work, Written exam, Oral Exam, Other (specify) [↑](#footnote-ref-63)
64. Standard - the institutional grading system (5 Excellent; 4 Very good; 3 Good; 2 Sufficient; 1 Fail)

Additional:

RA - Regular Attendance (No ECTS credits awarded for course attendance only)

C - Completed (Student has completed proscribed obligations/no ECTS credits awarded)

C+ – Completed + ECTS (Student has completed proscribed obligations + ECTS credits awarded) [↑](#footnote-ref-64)
65. BA, MA, PhD; 2nd year … [↑](#footnote-ref-65)
66. Winter, Summer, Academic Year [↑](#footnote-ref-66)
67. Teaching language according to the regular programme (e.g. Croatian, French, Slovenian…) [↑](#footnote-ref-67)
68. Direct instructions: teaching through lectures/seminars/exercises and teacher-led demonstrations in the classroom; Presentations; Classroom discussion; E-Learning (Omega, etc.); Fieldwork; Other (specify) [↑](#footnote-ref-68)
69. According to CEFR (e.g. English B2, German C1…) [↑](#footnote-ref-69)
70. **Language options for guest (exchange) students):**

L1 - All teaching activities will be held in regular teaching language. However, guest (exchange) students will have the opportunity to attend additional consultations with the lecturer and teaching assistants in foreign language (indicated as teaching language for guest (exchange) students), to help master the course materials. Additionally, the lecturer will refer guest (exchange) students to the corresponding literature in foreign language, as well as give them the possibility of taking the associated exams in foreign language.

L2 - All teaching activities will be held in regular teaching language only. [↑](#footnote-ref-70)
71. Class attendance, Essay, Preliminary exam, Seminar paper, Practical work, Written exam, Oral Exam, Other (specify) [↑](#footnote-ref-71)
72. Standard - the institutional grading system (5 Excellent; 4 Very good; 3 Good; 2 Sufficient; 1 Fail)

Additional:

RA - Regular Attendance (No ECTS credits awarded for course attendance only)

C - Completed (Student has completed proscribed obligations/no ECTS credits awarded)

C+ – Completed + ECTS (Student has completed proscribed obligations + ECTS credits awarded) [↑](#footnote-ref-72)
73. BA, MA, PhD; 2nd year … [↑](#footnote-ref-73)
74. Winter, Summer, Academic Year [↑](#footnote-ref-74)
75. Teaching language according to the regular programme (e.g. Croatian, French, Slovenian…) [↑](#footnote-ref-75)
76. Direct instructions: teaching through lectures/seminars/exercises and teacher-led demonstrations in the classroom; Presentations; Classroom discussion; E-Learning (Omega, etc.); Fieldwork; Other (specify) [↑](#footnote-ref-76)
77. According to CEFR (e.g. English B2, German C1…) [↑](#footnote-ref-77)
78. **Language options for guest (exchange) students):**

L1 - All teaching activities will be held in regular teaching language. However, guest (exchange) students will have the opportunity to attend additional consultations with the lecturer and teaching assistants in foreign language (indicated as teaching language for guest (exchange) students), to help master the course materials. Additionally, the lecturer will refer guest (exchange) students to the corresponding literature in foreign language, as well as give them the possibility of taking the associated exams in foreign language.

L2 - All teaching activities will be held in regular teaching language only. [↑](#footnote-ref-78)
79. Class attendance, Essay, Preliminary exam, Seminar paper, Practical work, Written exam, Oral Exam, Other (specify) [↑](#footnote-ref-79)
80. Standard - the institutional grading system (5 Excellent; 4 Very good; 3 Good; 2 Sufficient; 1 Fail)

Additional:

RA - Regular Attendance (No ECTS credits awarded for course attendance only)

C - Completed (Student has completed proscribed obligations/no ECTS credits awarded)

C+ – Completed + ECTS (Student has completed proscribed obligations + ECTS credits awarded) [↑](#footnote-ref-80)
81. BA, MA, PhD; 2nd year … [↑](#footnote-ref-81)
82. Winter, Summer, Academic Year [↑](#footnote-ref-82)
83. Teaching language according to the regular programme (e.g. Croatian, French, Slovenian…) [↑](#footnote-ref-83)
84. Direct instructions: teaching through lectures/seminars/exercises and teacher-led demonstrations in the classroom; Presentations; Classroom discussion; E-Learning (Omega, etc.); Fieldwork; Other (specify) [↑](#footnote-ref-84)
85. According to CEFR (e.g. English B2, German C1…) [↑](#footnote-ref-85)
86. **Language options for guest (exchange) students):**

L1 - All teaching activities will be held in regular teaching language. However, guest (exchange) students will have the opportunity to attend additional consultations with the lecturer and teaching assistants in foreign language (indicated as teaching language for guest (exchange) students), to help master the course materials. Additionally, the lecturer will refer guest (exchange) students to the corresponding literature in foreign language, as well as give them the possibility of taking the associated exams in foreign language.

L2 - All teaching activities will be held in regular teaching language only. [↑](#footnote-ref-86)
87. Class attendance, Essay, Preliminary exam, Seminar paper, Practical work, Written exam, Oral Exam, Other (specify) [↑](#footnote-ref-87)
88. Standard - the institutional grading system (5 Excellent; 4 Very good; 3 Good; 2 Sufficient; 1 Fail)

Additional:

RA - Regular Attendance (No ECTS credits awarded for course attendance only)

C - Completed (Student has completed proscribed obligations/no ECTS credits awarded)

C+ – Completed + ECTS (Student has completed proscribed obligations + ECTS credits awarded) [↑](#footnote-ref-88)
89. BA, MA, PhD; 2nd year … [↑](#footnote-ref-89)
90. Winter, Summer, Academic Year [↑](#footnote-ref-90)
91. Teaching language according to the regular programme (e.g. Croatian, French, Slovenian…) [↑](#footnote-ref-91)
92. Direct instructions: teaching through lectures/seminars/exercises and teacher-led demonstrations in the classroom; Presentations; Classroom discussion; E-Learning (Omega, etc.); Fieldwork; Other (specify) [↑](#footnote-ref-92)
93. According to CEFR (e.g. English B2, German C1…) [↑](#footnote-ref-93)
94. **Language options for guest (exchange) students):**

L1 - All teaching activities will be held in regular teaching language. However, guest (exchange) students will have the opportunity to attend additional consultations with the lecturer and teaching assistants in foreign language (indicated as teaching language for guest (exchange) students), to help master the course materials. Additionally, the lecturer will refer guest (exchange) students to the corresponding literature in foreign language, as well as give them the possibility of taking the associated exams in foreign language.

L2 - All teaching activities will be held in regular teaching language only. [↑](#footnote-ref-94)
95. Class attendance, Essay, Preliminary exam, Seminar paper, Practical work, Written exam, Oral Exam, Other (specify) [↑](#footnote-ref-95)
96. Standard - the institutional grading system (5 Excellent; 4 Very good; 3 Good; 2 Sufficient; 1 Fail)

Additional:

RA - Regular Attendance (No ECTS credits awarded for course attendance only)

C - Completed (Student has completed proscribed obligations/no ECTS credits awarded)

C+ – Completed + ECTS (Student has completed proscribed obligations + ECTS credits awarded) [↑](#footnote-ref-96)
97. BA, MA, PhD; 2nd year … [↑](#footnote-ref-97)
98. Teaching language according to the regular programme (e.g. Croatian, French, Slovenian…) [↑](#footnote-ref-98)
99. Direct instructions: teaching through lectures/seminars/exercises and teacher-led demonstrations in the classroom; Presentations; Classroom discussion; E-Learning (Omega, etc.); Fieldwork; Other (specify) [↑](#footnote-ref-99)
100. According to CEFR (e.g. English B2, German C1…) [↑](#footnote-ref-100)
101. **Language options for guest (exchange) students):**

L1 - All teaching activities will be held in regular teaching language. However, guest (exchange) students will have the opportunity to attend additional consultations with the lecturer and teaching assistants in foreign language (indicated as teaching language for guest (exchange) students), to help master the course materials. Additionally, the lecturer will refer guest (exchange) students to the corresponding literature in foreign language, as well as give them the possibility of taking the associated exams in foreign language.

L2 - All teaching activities will be held in regular teaching language only. [↑](#footnote-ref-101)
102. Class attendance, Essay, Preliminary exam, Seminar paper, Practical work, Written exam, Oral Exam, Other (specify) [↑](#footnote-ref-102)
103. Standard - the institutional grading system (5 Excellent; 4 Very good; 3 Good; 2 Sufficient; 1 Fail)

Additional:

RA - Regular Attendance (No ECTS credits awarded for course attendance only)

C - Completed (Student has completed proscribed obligations/no ECTS credits awarded)

C+ – Completed + ECTS (Student has completed proscribed obligations + ECTS credits awarded) [↑](#footnote-ref-103)
104. BA, MA, PhD; 2nd year … [↑](#footnote-ref-104)
105. Winter, Summer, Academic Year [↑](#footnote-ref-105)
106. Teaching language according to the regular programme (e.g. Croatian, French, Slovenian…) [↑](#footnote-ref-106)
107. Direct instructions: teaching through lectures/seminars/exercises and teacher-led demonstrations in the classroom; Presentations; Classroom discussion; E-Learning (Omega, etc.); Fieldwork; Other (specify) [↑](#footnote-ref-107)
108. According to CEFR (e.g. English B2, German C1…) [↑](#footnote-ref-108)
109. **Language options for guest (exchange) students):**

L1 - All teaching activities will be held in regular teaching language. However, guest (exchange) students will have the opportunity to attend additional consultations with the lecturer and teaching assistants in foreign language (indicated as teaching language for guest (exchange) students), to help master the course materials. Additionally, the lecturer will refer guest (exchange) students to the corresponding literature in foreign language, as well as give them the possibility of taking the associated exams in foreign language.

L2 - All teaching activities will be held in regular teaching language only. [↑](#footnote-ref-109)
110. Class attendance, Essay, Preliminary exam, Seminar paper, Practical work, Written exam, Oral Exam, Other (specify) [↑](#footnote-ref-110)
111. Standard - the institutional grading system (5 Excellent; 4 Very good; 3 Good; 2 Sufficient; 1 Fail)

Additional:

RA - Regular Attendance (No ECTS credits awarded for course attendance only)

C - Completed (Student has completed proscribed obligations/no ECTS credits awarded)

C+ – Completed + ECTS (Student has completed proscribed obligations + ECTS credits awarded) [↑](#footnote-ref-111)
112. BA, MA, PhD; 2nd year … [↑](#footnote-ref-112)
113. Winter, Summer, Academic Year [↑](#footnote-ref-113)
114. Teaching language according to the regular programme (e.g. Croatian, French, Slovenian…) [↑](#footnote-ref-114)
115. Direct instructions: teaching through lectures/seminars/exercises and teacher-led demonstrations in the classroom; Presentations; Classroom discussion; E-Learning (Omega, etc.); Fieldwork; Other (specify) [↑](#footnote-ref-115)
116. According to CEFR (e.g. English B2, German C1…) [↑](#footnote-ref-116)
117. **Language options for guest (exchange) students):**

L1 - All teaching activities will be held in regular teaching language. However, guest (exchange) students will have the opportunity to attend additional consultations with the lecturer and teaching assistants in foreign language (indicated as teaching language for guest (exchange) students), to help master the course materials. Additionally, the lecturer will refer guest (exchange) students to the corresponding literature in foreign language, as well as give them the possibility of taking the associated exams in foreign language.

L2 - All teaching activities will be held in regular teaching language only. [↑](#footnote-ref-117)
118. Class attendance, Essay, Preliminary exam, Seminar paper, Practical work, Written exam, Oral Exam, Other (specify) [↑](#footnote-ref-118)
119. Standard - the institutional grading system (5 Excellent; 4 Very good; 3 Good; 2 Sufficient; 1 Fail)

Additional:

RA - Regular Attendance (No ECTS credits awarded for course attendance only)

C - Completed (Student has completed proscribed obligations/no ECTS credits awarded)

C+ – Completed + ECTS (Student has completed proscribed obligations + ECTS credits awarded) [↑](#footnote-ref-119)
120. BA, MA, PhD; 2nd year … [↑](#footnote-ref-120)
121. Winter, Summer, Academic Year [↑](#footnote-ref-121)
122. Teaching language according to the regular programme (e.g. Croatian, French, Slovenian…) [↑](#footnote-ref-122)
123. Direct instructions: teaching through lectures/seminars/exercises and teacher-led demonstrations in the classroom; Presentations; Classroom discussion; E-Learning (Omega, etc.); Fieldwork; Other (specify) [↑](#footnote-ref-123)
124. According to CEFR (e.g. English B2, German C1…) [↑](#footnote-ref-124)
125. **Language options for guest (exchange) students):**

L1 - All teaching activities will be held in regular teaching language. However, guest (exchange) students will have the opportunity to attend additional consultations with the lecturer and teaching assistants in foreign language (indicated as teaching language for guest (exchange) students), to help master the course materials. Additionally, the lecturer will refer guest (exchange) students to the corresponding literature in foreign language, as well as give them the possibility of taking the associated exams in foreign language.

L2 - All teaching activities will be held in regular teaching language only. [↑](#footnote-ref-125)
126. Class attendance, Essay, Preliminary exam, Seminar paper, Practical work, Written exam, Oral Exam, Other (specify) [↑](#footnote-ref-126)
127. Standard - the institutional grading system (5 Excellent; 4 Very good; 3 Good; 2 Sufficient; 1 Fail)

Additional:

RA - Regular Attendance (No ECTS credits awarded for course attendance only)

C - Completed (Student has completed proscribed obligations/no ECTS credits awarded)

C+ – Completed + ECTS (Student has completed proscribed obligations + ECTS credits awarded) [↑](#footnote-ref-127)
128. BA, MA, PhD; 2nd year … [↑](#footnote-ref-128)
129. Winter, Summer, Academic Year [↑](#footnote-ref-129)
130. Teaching language according to the regular programme (e.g. Croatian, French, Slovenian…) [↑](#footnote-ref-130)
131. Direct instructions: teaching through lectures/seminars/exercises and teacher-led demonstrations in the classroom; Presentations; Classroom discussion; E-Learning (Omega, etc.); Fieldwork; Other (specify) [↑](#footnote-ref-131)
132. According to CEFR (e.g. English B2, German C1…) [↑](#footnote-ref-132)
133. **Language options for guest (exchange) students):**

L1 - All teaching activities will be held in regular teaching language. However, guest (exchange) students will have the opportunity to attend additional consultations with the lecturer and teaching assistants in foreign language (indicated as teaching language for guest (exchange) students), to help master the course materials. Additionally, the lecturer will refer guest (exchange) students to the corresponding literature in foreign language, as well as give them the possibility of taking the associated exams in foreign language.

L2 - All teaching activities will be held in regular teaching language only. [↑](#footnote-ref-133)
134. Class attendance, Essay, Preliminary exam, Seminar paper, Practical work, Written exam, Oral Exam, Other (specify) [↑](#footnote-ref-134)
135. Standard - the institutional grading system (5 Excellent; 4 Very good; 3 Good; 2 Sufficient; 1 Fail)

Additional:

RA - Regular Attendance (No ECTS credits awarded for course attendance only)

C - Completed (Student has completed proscribed obligations/no ECTS credits awarded)

C+ – Completed + ECTS (Student has completed proscribed obligations + ECTS credits awarded) [↑](#footnote-ref-135)
136. BA, MA, PhD; 2nd year … [↑](#footnote-ref-136)
137. Winter, Summer, Academic Year [↑](#footnote-ref-137)
138. Teaching language according to the regular programme (e.g. Croatian, French, Slovenian…) [↑](#footnote-ref-138)
139. Direct instructions: teaching through lectures/seminars/exercises and teacher-led demonstrations in the classroom; Presentations; Classroom discussion; E-Learning (Omega, etc.); Fieldwork; Other (specify) [↑](#footnote-ref-139)
140. According to CEFR (e.g. English B2, German C1…) [↑](#footnote-ref-140)
141. **Language options for guest (exchange) students):**

L1 - All teaching activities will be held in regular teaching language. However, guest (exchange) students will have the opportunity to attend additional consultations with the lecturer and teaching assistants in foreign language (indicated as teaching language for guest (exchange) students), to help master the course materials. Additionally, the lecturer will refer guest (exchange) students to the corresponding literature in foreign language, as well as give them the possibility of taking the associated exams in foreign language.

L2 - All teaching activities will be held in regular teaching language only. [↑](#footnote-ref-141)
142. Class attendance, Essay, Preliminary exam, Seminar paper, Practical work, Written exam, Oral Exam, Other (specify) [↑](#footnote-ref-142)
143. Standard - the institutional grading system (5 Excellent; 4 Very good; 3 Good; 2 Sufficient; 1 Fail)

Additional:

RA - Regular Attendance (No ECTS credits awarded for course attendance only)

C - Completed (Student has completed proscribed obligations/no ECTS credits awarded)

C+ – Completed + ECTS (Student has completed proscribed obligations + ECTS credits awarded) [↑](#footnote-ref-143)